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ABSTRACT

In 1979-1980, New York City's Native American Education Program (serving approximately 455 students) was maintained so that objectives were achieved, and sometimes surpassed, despite a number of obstacles (budgetary shortages, attendance drop, hazardous and inaccessible new location). Expectations were exceeded in the area of school and home visits. Staff development was enhanced, as staff worked closely with teachers, students and media producers to ensure the fair and factual treatment of Native Americans in the media and in classroom experiences. A satellite program was initiated, and a 3-week mini course in Native American History/Culture was held at a school in Brooklyn. The staff adopted previous recommendations for program improvement. A needs assessment study was completed, and next year's program was planned to eliminate some obstacles and compensate for those remaining. Objectives were written to be specific, measurable and achievable; the budget was designed to best facilitate the objectives. Recommendations for next year were to: expand the satellite class program; employ a curriculum specialist; arrange for more adequate space and/or a strong communication/referral network; attempt to measure program impact; employ part time tutors early in the program. Appendices consist of various forms used in administering the program. (Author/CM)

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FINAL EVALUATION REPORT
NATIVE AMERICAN EDUCATION PROGRAM

INDIAN EDUCATION ACT-TITLE IV

PROJECT 5001-42-04201

1979-1980

NEW YORK CITY PUBLIC SCHOOLS
OFFICE OF EDUCATIONAL EVALUATION

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NATIVE AMERICAN EDUCATION PROGRAM
TITLE IV
INDIAN EDUCATION ACT
1979 - 1980

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I. PROGRAM DESCRIPTION

A. General Description:

The Native American Education Program offers a variety of services to the Native American population in the New York City School System. It is a unique program since it strives to identify and serve an ethnic population which is relatively small and scattered throughout the five boroughs. Participants range in grade level from kindergarten to twelfth grade.

The unifying purpose of the program is to improve cultural awareness, and to provide guidance services needed for survival and positive development in a large urban setting. The program features classes in Native American History/Culture and Crafts, and academic tutoring in basic skills and school subjects. In addition, the program maintains a library resource center where books, periodicals, films and records pertaining to the Native American experience are made available to students, teachers and researchers. The staff, who possess expert knowledge of Native American affairs, provide informational and referral services to those who call or visit the Center. Supportive services are offered to students and their parents through school and home visits, telephone contacts, and the dissemination of information about college entrance and related programs. Students, parents and staff benefit from trips and activities which accentuate Native American culture.

Chart A delineates the various components of the Native American Education Program.

CHART A
PROGRAM COMPONENTS

<u>COMPONENT</u>	<u>ACTIVITIES</u>
I. SCHOOL VISITS	A. Identify target population B. Distribute information about the Program C. Make presentations to groups of students, parents and teachers
II. INSTRUCTION (After School)	A. History/Culture Classes B. Craft Classes C. Drumming D. Educational trips
III. TUTORING	A. One-to-one tutoring in basic skills B. One-to-one tutoring in school subjects
IV. RESOURCE CENTER	A. Study and research B. Information service
V. SUPPORTIVE SERVICES	A. Home visits B. Telephone assistance C. Referrals D. College and career counseling
VI. CURRICULUM DEVELOPMENT	A. Continuous update of History/Culture course B. Pre and post tests
VII. SATELLITE INSTRUCTION	2 Mini classes at school sites

B. Background and Milieu:

This is the Native American Education Program's fifth year. During the previous four years, the program was housed in the American Indian Community House at 10 East 38 Street in downtown Manhattan. At that location it enjoyed the benefits of being in a Native American "environment" which included a small art museum. The Project Director maintained an office at the Board of Education's Bilingual Education Center in downtown Brooklyn.

The program is presently located on the fifth floor of an antiquated elementary school building on the Upper Westside of Manhattan:

Public School 165
234 West 109 Street
New York, New York

The present site is not at all reflective of the target population nor is it easily accessible from the other boroughs. This site was settled upon only because of its affordability and availability when fiscal and contractual difficulties necessitated that the program be relocated.

The new site has proven to be detrimental to the program's level of functioning. Its inaccessibility and both the perceived and real hazards of the neighborhood have greatly reduced participation. The Resource Center was vandalized, and artifacts were destroyed. Because of the program's somewhat isolated position in the building, members of the staff were locked in on two occasions.

Since the program functions under the umbrella of the Board's Office of Bilingual Education, the Project Director must make frequent trips to the Brooklyn Office.

C. Target Population:

According to the 1979 Board of Education Ethnic Survey, there are approximately four hundred fifty-five (455) Native American students in the New York City Public School System. The Native American Education Program is committed to serving as many of this population as can be identified and who wish to participate. For a student to participate, parents must document that students are of Native American heritage. Since the program has a variety of services and activities, participation may take various forms. (See Chart B)

Analysis of intake applications indicate that students come from all five boroughs of the City. The largest percentage of students come from Brooklyn schools (42%), followed by 28% from Bronx schools, 17% from Queens, 9% from Manhattan, 3% from Staten Island. The average age of students who participate is eleven (11). The tribal nations most represented are Mohawk and Cherokee. Many of the parents and a few of the children were raised on reservations in New York State and across the nation.

Two characteristics of this population which seem to be interrelated are low academic achievement and lack of knowledge and instruction in Native American history and culture. Correspondingly, the services most requested in the needs assessment (and emphasized by NAEP) are instruction in Native American History/Culture and academic tutoring.

CHART B

TARGET POPULATION
(Selection Process)

<u>ACTIVITIES</u>	<u>SELECTION PROCESS</u>	<u>NUMBER OF PARTICIPANTS</u>
Visual Identification by teachers	Students Identified by Board of Education's Ethnic Survey	486
NAEP Staff visit schools, meet with school personnel, students; distribute in- formation and applications	Student Identified by NAEP School/Neigh- borhood Workers	over 500
Parents complete and re- turn applications; eligi- bility verified	Students identified as Native American by application form (one grandparent criterion)	300
Telephone Contacts Library Resource Center (50) Home Visits (133) Guidance (107) Classes on NAEP site (20) Satellite Class (15) Total - 325	Students who participate in NAE Program activities	325

D. Needs Assessment:

There are no Indian ghettos in New York City. Thus, the need for a program such as the Native American Education Program is not obvious to those who think only of intervention in areas of dense populations where poverty and social problems abound. And, although the problems of alienation and adjustment may be similar to those of other non-English speaking immigrants coming to this country, the Native American's problems and concerns are quite different. The Native American does not have a language barrier to overcome. His or her needs are complicated and often hidden.

Under the auspices of the Board of Education, the Native American Education Program has begun to spark an awareness in the minds of other Native Americans who live in New York City and the majority of non-Native Americans that Native Americans have a right to special services. It has been a major task of the Native American Education Program over the past five years to locate and advise this population of these services.

In an effort to more clearly define and identify the needs of its target population, the Native American Education Program staff developed a needs assessment questionnaire (see Appendix A) which was mailed to over 300 Native American families. Approximately ten percent (10%) of these questionnaires were returned. They gave a clearer indication of the relationship between the program's goals and objectives and the needs of the target population.

The results of this year's NAEP Needs Assessment Survey revealed an increased need for tutoring, history/culture awareness and college and career education (see Chart C). The program plans to expand its services

in these areas next year. Further, to compensate for the poor location of the Center and to maximize contact and exposure, a limited satellite program will be established. The satellite program operated on an experimental basis at a school in Brooklyn this year. A three-week course in Native American history and culture was offered to approximately fifteen students from the district.

The staff of the Native American Education Program is to be commended for their commitment to the program's goals and objectives and their efforts to address and mold the program to fit the needs of its target population--that diverse group of Native American families with children enrolled in New York City public schools.

CHART C
NEEDS ASSESSMENT AND PROGRAM RESPONSES

<u>NEEDS INDICATED</u>	<u>PROGRAM RESPONSE</u>
1. Knowledge of heritage and culture	A. After-school classes in N.A. history/culture, crafts, and drumming B. Resource Center C. School-Neighborhood Workers Outreach and Classes
2. Tutoring	A. Tutoring offered in academic subjects B. Provision in next year's proposal for more tutors and a curriculum specialist
3. Parental Instruction	A. Component included in next year's proposal for workshops on skill reinforcement B. Parent's Committee and participation in trips and conferences
4. College Career Information And Guidance	A. Referral and guidance services B. Provisions in next year's proposal for series of lectures on careers, training and college opportunities
5. Test-Taking And Study Skills	Provision in next year's proposal for test-taking and study skills, workshops and tutoring

E. Eligibility Criteria and Student Selection:

To be deemed eligible for the Native American Education Program, 1979-80 guidelines require that parents certify that they, or at least one grandparent of the children attending public schools, be a bonafide member of a tribe. The parent is asked also to name the tribe.

Beginning in 1980-81, parents will be obliged to complete the Indian Student Certification Form (see Appendix B). Though not complicated, the form does require that applicants record the band number which identifies them as members of a tribe. This new requirement may present some obstacles to participation in the program because some parents may be wary of providing additional personal information or may not know the band number.

The selection process for the Native American Education Program is very different from most programs for which the target population is readily available and identifiable. Instead, much of the program's efforts are spent on tracking down leads given by the Board of Education's Ethnic Survey. According to the 1979 Survey, there are approximately 455 Native American students enrolled in the New York City Public School System. This number is slightly lower than the number identified in the 1978 survey (486). Is the Native American population decreasing? According to the NAEP staff, these statistics are inaccurate, and the visual identification procedure used is inappropriate for such a diverse population. Upon visiting a school where a Native American student has been identified by the survey, very often the staff discovers other students who have not been identified. Also, many of the students are no longer at that school or are not, in fact, Native American.

The program's two School/Neighborhood Workers and the Project Director visit the schools, speak to school personnel and distribute applications and information about the program. A letter was developed by the program explaining the program's goals, activities and services (see Appendix A). Principals who choose to, may add their letterheads and distribute these announcements to all students. Students or parents who indicate interest in the program are followed up by telephone contacts. Parents are sent applications which they must complete to verify that their children are Native American.

Student identification, recruitment and selection is a complicated, time-consuming process.

F. Personnel and Administration:

During the 1979-80 ten month funding period, the Native American Education Program was staffed by one Project Director, two School/Neighborhood Workers, and one Secretary. Two additional school/neighborhood workers (funded through CETA) were employed for portions of the year (see Chart E for further clarification). In addition one tutor was employed on a short term part-time basis.

The full time staff were all Native American themselves, possessing expert knowledge of Native American history/culture, and active in Native American affairs.

The program was supervised and assisted by the Office of Bilingual Education of the New York City Board of Education.

CHART D
NATIVE AMERICAN EDUCATION PROGRAM
Organizational Chart, 1979 - 80

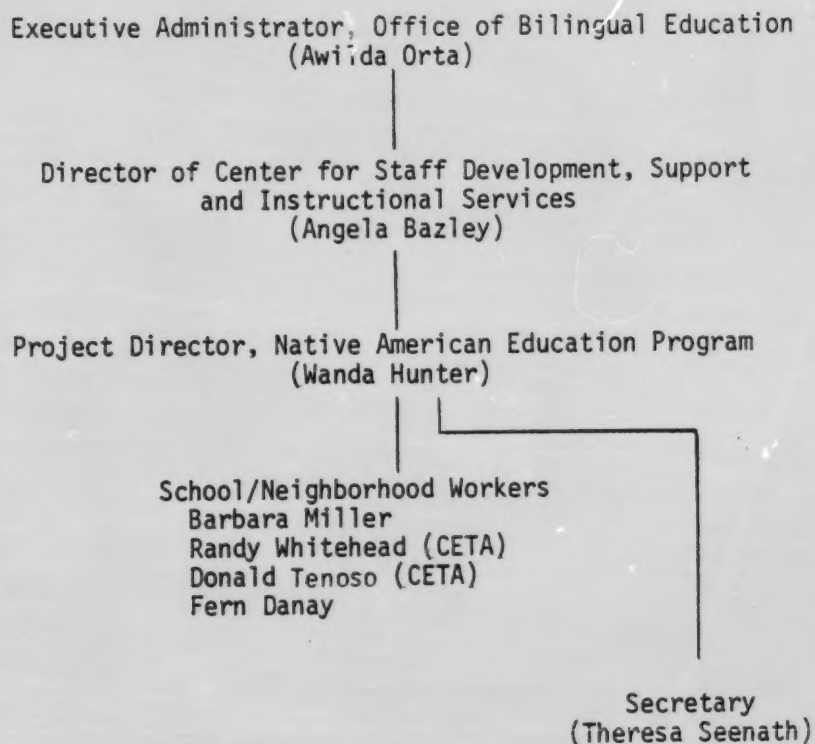


CHART E
STAFFING, FUNDING PATTERNS AND EMPLOYMENT PERIODS

1	Project Director	Title IV	Sept - June
1	Secretary	Title IV	Sept - June
1	School/Neighborhood Worker	Title IV	Sept - June
2	School/Neighborhood Worker	CETA	Oct 29 - June 10 Nov 20 - Feb 15
1	School/Neighborhood Worker	Title IV	June
1	Part-time Tutor	Title IV	May - June

G. Instructional Component:

The program's instructional component includes:

- 1) after-school instruction in Native American History/Culture, Crafts, Music and Dance
- 2) academic tutoring in basic skills (Reading, English, Math) and other school subjects
- 3) participation in cultural and educational activities

Classes were held primarily at the Program's main site.* A three week mini course was conducted at P.S. 277 in District 22, Brooklyn. Classes in History/Culture were held once a week, as were music and dance classes. Craft classes were offered on four afternoons each week (see class schedule, Chart F).

The History/Culture course focused upon particular nations as well as traditions, values, circumstances, and customs experienced by Native Americans in general. For example, the nations which were highlighted this year were the Iroquois, Cherokee, and Sioux. Some of the areas covered in relation to these nations were:

religion	legends
foods	creation stories
contributions to society	lifestyles
customs	

A specially designed curriculum as well as pre and post tests were developed by a former curriculum specialist over the past years. Included in the materials used for instruction are tapes, films, and records. Additional curriculum development was not done this year, as the program did not have a curriculum specialist. Classes were conducted by the School/Neighborhood Workers, but pre and post tests were not administered.

*September and October: American Indian Community House, East 38 Street
Beginning in November: PS 165, 109 Street & Broadway

Instruction in crafts included the making of shawls, chokers, hair ties, woven belts, beaded belts, moccasins, and earrings. Samples of student-made crafts are on display at the center. In music classes, drumming was taught as well as various dances and their significance.

CHART F

(Classes Began November 26th)

<u>Class</u>	<u>Day</u>	<u>Time</u>
Crafts	Monday	3:00 - 5:30
Drums	Tuesday	3:00 - 5:30
Crafts	Wednesday	3:00 - 5:00
History/Culture	Wednesday	5:00 - 7:00 *
Crafts	Thursday	3:00 - 5:30
Crafts	Friday	3:00 - 5:30

Field visits were made to various places of cultural interest. For example, students and parents participated in Pow Wows at the Shinnecock Reservation on Long Island and the Thunderbird Pow Wow in Riverdale, New Jersey. They were given a special guided tour and discussion of the Iroquois nation at the State Museum in Albany, and they attended a performance of the Thunderbird American Indian Dancers at the YMCA. In addition, students and parents participated at various workshops and activities at the Delaware Indian Reservation in Pound Ridge, New York.

Tutoring had to be postponed until May, when budgetary problems were resolved allowing for the hiring of a part-time tutor. (This part-time tutor tutored a student in Geometry for six weeks.)

Attendance at classes dropped sharply with the move to the new site. (See discussion in Milieu and Recommendation sections of this report.) Attendance averaged seven students per class session. Fifteen students attended the mini class in Brooklyn.

H. Supportive Services:

School/Neighborhood Workers provide guidance and referral services for students in the program.

A large proportion of School/Neighborhood Workers' time is spent visiting schools to follow up students identified as Native American by the Board of Education's Ethnic Survey. At least two hundred eighty-seven (287) school visits were made. At each school, workers meet with designated school personnel (principals, AP's, guidance counselors, etc.), discuss the program, plan possible follow up activities, and verify the number of Native American students present in the school. Letters describing the program and preliminary applications are left with the school for distribution.* In some cases, workers meet with groups of students (also classes and assemblies) and/or parents. Teachers may be assisted in developing curriculum units on Native Americans, or may be given a lecture and film presentation (See Community Outreach section of this report).

Workers follow up school visits by telephone contacts or mailings to those who indicate interest in the program. School/Neighborhood Workers provide guidance and referral services to students and parents through telephone contacts, home and office visits. Approximately one hundred thirty-three (133) home visits were made.

For students, workers concentrate on easing restraints to academic achievement, promoting a positive self-image, and providing college and career guidance and referrals.

For parents, workers strive to foster awareness of educational opportunities and social services which are available. They encourage

*See Appendix A

parents to take an active role in their children's education. Many parents have expressed disappointment and frustration in not having shared or taught their children about their cultural heritage, or in being unable to assist them in their schoolwork. Therefore, they truly appreciate the program's efforts. A current needs assessment survey indicated that parents would like to receive instruction themselves so that they would be able to reinforce what is learned by their children. The need for more intensive college and career orientation was also stressed. Both aspects have been included in next year's proposal.

I. Resource Center:

The Library Resource Center contains approximately 400 volumes on or about Native Americans as well as films, records and tapes. Holdings were reduced this year when the Center was vandalized. The Center is utilized by a variety of people: students use it for researching papers and other school projects; teachers use it in developing curriculum; college students and independent professionals and artists use it for information and inspiration; and, most importantly, Native Americans use it to increase their cultural awareness and understanding. During 1979-80, approximately one hundred seven (107) people visited the Resource Center. They were asked, this year, to complete an evaluation questionnaire assessing the Center's effectiveness. Those who completed the evaluation questionnaire were generally very pleased with the Center and reported their experience to be useful and enlightening (see sample responses, Appendix D). The Center's location, however, is a deterrent to maximum use of the facility. Publicity for the program has been limited, especially in view of the move from the American Indian Community House this past year. Individuals must be highly motivated to venture into a neighborhood considered unsafe, and having done so, climb five long flights of stairs.

In spite of its imposed limitations, the Resource Center has proven to be a much needed asset to the general population, particularly Native Americans. The following chart presents some sample responses from the Resource Center evaluation questionnaire.

CHART G

Sample Responses from
Resource Center Evaluation Questionnaire

WHY DID YOU COME TO THE CENTER?

1. "I came to gather information re: traditional culture for myself and for my son. This in order to counter media bias (tv) against Native Americans. My tribe is Cherokee."
2. "Came to seek information that deals specifically with Native American Youth Culture, specifically. High School Youth and their attitudes and feelings towards urban school setting for class"
3. "assisting 2nd grade teacher in development of curriculum unit in Eastern Woodland Indians"
4. "will be teaching a class at the Aesthetic Realism Foundation which will have in it some of the life of Sitting Bull and the culture and history of the Dakotas"

J. Parental Involvement:

Beginning with the prescribed Open Meeting, held on March 10, 1980, parental and community involvement with the Native American Education Program has been active and intense. The program's staff realizes the importance of parental involvement and active participation, and thus devotes much of their time to communicating with parents and eliciting their support and input. The staff's efforts have been instrumental in eliminating some of the mistrust which has contributed to the poor communication between public school personnel and Native American parents. Parents are involved in every aspect of the program. They accompany students and the staff on trips to cultural events. Some parents bring their children to the classes and participate with them.

Parent's Committee

According to Title IV Guidelines, a Parents' Committee must be established and function as an advisory body to the program.* Since its inception six years ago, the Parents' Committee has been an active and vital component of the Native American Education Program. During the 1979-80 funding period, the Committee met on the following dates:

September 18, 1979	March 10, 1980
October 9, 1979	March 24, 1980
October 23, 1979	March 31, 1980
November 13, 1979	April 21, 1980
December 11, 1979	April 23, 1980
January 22, 1980	May 6, 1980
February 5, 1980	June 10, 1980
February 19, 1980	July 8, 1980

* Membership on the Committee is in compliance with federal guidelines. Federal Register, vol.38, no. 129-Friday, July 6, 1978 818615.

The Parents' Committee's involvement includes, but is not limited to, the following activities:

1. making recommendations on the hiring of staff including the Project Director
2. authorizing expenditures of the program
3. developing needs assessment measures and setting priorities
4. monitoring program operations
5. supervising and evaluating the Project Director

As noted, the Committee has been instrumental in the program's day to day functioning as well as in the fashioning of future plans and directions. Members of the committee have also participated in staff development activities, i.e. attended conferences, workshops, and presentations.

K. Staff Development:

The Native American Education Program staff participated in a number of activities designed to increase their sensitivity, knowledge and skills in administering the program more effectively.

CHART H

<u>ACTIVITY</u>	<u>DATE</u>	<u>LOCATION</u>	<u>PARTICIPANTS</u>
Administrative Workshop	5 Sessions Feb. & March	Office of Bilingual Education	Theresa Seenath (Secretary)
Supervisory Aspects of Administration Course	May 1 to June 21	Murray Bertraum High School Brooklyn	Wanda Hunter Project Director
Title IV Technical Asst. Workshop	Oct. 1-5	New Orleans	Barbara Miller Neighborhood Worker & Vice Chairperson of Parents' Comm.
National Indian Education Assoc. Conference	Dec. 1-5	Denver, Colorado	Project Director & Vice Chairperson of Parents' Comm.
Title IV Technical Asst. Workshop	Feb. 1	Syracuse, New York	Project Director & Neighborhood Worker
Native American Cooking Workshop	April 26	Delaware Indian Reservation Center	(2) Neighborhood Workers and Project Director
Native American Pottery Workshop	June 8	Pound Ridge, New York	

L. Community Outreach:

In addition to various conferences and workshops, the staff has also participated in other activities which have helped to advance the factual and positive presentation of Native Americans and the elimination of negative stereotyping. Some of these activities include:

1. Participation in a film on Bilingual and Multi-cultural Awareness produced by Elijo Adame. In this film, the project director, and school/neighborhood worker, part of a panel of participants from various ethnic groups, discussed their experiences growing up on a reservation.
2. Presentation of a film, "Unlearning Indian Stereotypes," at P.S. 277 in Brooklyn (District 22) for 3J teachers. Following the presentation, the project director and a neighborhood worker discussed the Native American culture and answered participants' questions.
3. Development of a unit on Native Americans for a Staten Island teacher.
4. Editorial assistance and documentation for creative projects related to Native American culture. One of the projects was a play written by a teacher of a Native American high school student. The student had requested verification of the authenticity of Native American life as portrayed in the play (see Appendix H). The other project was a filmstrip, entitled "Esteban the Black." Staff commented and also verified the authenticity of the different Indian groups shown in the film.

All of these activities were particularly relevant in light of the LORA Decree of 1979. The Decree stresses "the need to avoid racial/cultural stereotypical assumptions about minority children's potential for academic achievement."* Regular public school staff are also encouraged to analyze their interaction with minority students.

* LORA Decree, July 2, 1979

II. PROGRAM ASSESSMENT

The following are the goals and objectives of the Native American Education Program as written in the 1979-1980 proposal. As this is a mature program, the goals and objectives are substantially the same as in previous years.

Goal I: To continue to elevate the self-esteem of American Indian students in the New York City school system by instilling in them an appreciation and an in-depth knowledge of their ancestral heritage.

OBJECTIVE

1.1

To codify for purposes of instruction, Indian ethics and value systems and to incorporate these value systems as the basis component of the instructional program.

1.2

To encourage a target population of American Indian students (150) to develop and maintain an awareness of their cultural identity.

1.3

To use culture media as a basis for instruction in the history and traditions of American Indians.

1.4

To instruct students in the methods and cultural significance of traditional crafts as a medium for expanding ethnic awareness.

1.5

To establish and maintain an ongoing link with the home environment of American Indian families through periodic inter-visitation as appropriate.

IMPLEMENTATION STRATEGY

1.1

Research through direct contact with regional representatives of the Northeast, Northwest and Plains Indians for the purpose of determining commonalities and variations in the value systems. (See also reference to Resource Center activities.)

1.2

Classroom instruction in the history and culture of American Indian tribes to develop awareness and pride in American Indian identification.

1.3

Instruction in traditional music and dance provided by specialists on the staff, students will become aware of regional American Indian mores.

Participate in special cultural events, including Pow Wows and La Crosse games.

1.4

To structure classes in the traditional crafts of beading, leatherwork, weaving, regalia-making and other related handicrafts. Instruction will be appropriate to each student's tribal affiliation.

1.5

School/Neighborhood Workers will make home contacts. Dialogue will take place between the program personnel and the students' families.

Goal II: To provide resource capabilities through a center and other collection strategies which will enrich the storehouse of Indian cultural knowledge for staff, students, parents and other interested professionals.

OBJECTIVE

2.1
To continue to maintain a facility for the purpose of housing resource materials instructional equipment, and for other related support and activities.

2.3
To conduct investigative research to determine additional sources of authentic American Indian cultural characteristics and to maintain the acquisitions of the Resource Center.

IMPLEMENTATION STRATEGY

2.1
A resource Center will have the capability of providing access to:
a. a library containing books, pamphlets and other American Indian artifacts and materials;
b. instructional materials including audio-visual aids, learning kits, and curriculum units;
c. Demonstration materials illustrating American Indian crafts, arts and folk lore.

2.3
Additional sources of collectible items for the Resource Center will be investigated through contacts established with:
a. Native American specialists;
b. agencies and institutions devoted to American Indian affairs;
c. local, state and national centers
d. City College of New York and other university or professional development institutions.

Outcomes:

The following is a summary presentation of the achievements of the Native American Education Program, in tabular form.

<u>EVALUATION OBJECTIVES</u>	<u>ACHIEVEMENT</u>
1.1 A description of the selected regional value systems and ethical codes will be assembled for instructional purposes and for use in the Resource Center.	New curriculum for the history/culture class was developed through additional research. It includes in-depth study of three nations: Sioux, Cherokee, and Iroquois.
1.2 Administer staff-developed cultural awareness tests prior to and following completion of instruction to determine changes in awareness.	No pre or post tests were administered this year. History/Culture classes were held once a week. Lessons focused on three nations (see instruction component section of this report).
1.3 Students will be able to identify at least five traditional dances and recognize and identify musical instruments used by various tribes.	Dance instruction was included in a comprehensive music course held once a week at the program site. At least five dances were taught. Instruction in drumming was also a part of the program.
1.4 To produce samples in each craft area which are typical of the student's own tribe.	Craft classes were held four times per week. Students were made aware of crafts of various nations. The following crafts were made by students this year: shawls, chokers, earrings, hair ties, woven belts, beaded belts, moccasins.
1.5 Staff will visit at least 30 families and 100 schools.	287 school visits were made. 133 home visits and conferences between staff and parents took place this year.
2.1 The effectiveness of the Resource Center will be measured by: a. number of people who utilize the facility b. curriculum materials, audio-visual materials, and examples of historical American Indian artifacts utilized.	Approximately 100 people visited the Resource Center during 1979-80. A questionnaire (see appendix) was developed and administered to participants in order to evaluate the Center's effectiveness. An analysis revealed an overwhelmingly positive response; respondents were pleased with the Center's usefulness. However, only a small sample of the Center's participants filled out the questionnaire.

III. CONCLUSIONS AND RECOMMENDATIONS

A. Conclusions:

The Native American Education Program was faced with a number of obstacles over the past year. The move to a new site no doubt contributed to the decrease in program participation. Many former participants could not continue to visit the Center because of its location. The present staff has had to contend with vandalism and the hazards of an isolated area of the building at night; they were locked in twice. Additionally, the budget did not allow for the hiring of instructional personnel.

The Native American Education Program staff did, however, maintain the program so that objectives were achieved (and in some cases surpassed) despite the obstacles. For example, expectations were exceeded in the areas of school and home visits. The staff made a concentrated effort to reach as many Native American children as possible. Staff development was enhanced as staff worked closely with teachers, students, and media producers in ensuring the fair and factual treatment of Native Americans in the media and in classroom experiences.

In addition to classes held at the Center, which were taught by the Project Director and School/Neighborhood Workers, a new satellite program was initiated, and a three week mini course in Native American History/Culture was held at a school in Brooklyn.

Next year's program has been planned carefully and thoroughly so as to compensate for obstacles which remain and eliminate as many others as possible. A sophisticated Needs Assessment Study, undertaken this

year, is further indication of the staff's desire to establish a program which will be even more reflective of the actual needs of its participants. The program's objectives were written so as to be specific, measurable and achievable, and the budget was designed to best facilitate the objectives.

B. Actions Taken On Previous Recommendations:

Another positive aspect of the program's functioning was the staff's willingness to adopt previous recommendations for program improvement. Last year the following recommendations were made:

1. A further refinement of the history/culture knowledge tool is recommended. Students taking the post-test were observed spending an inordinate amount of time trying to spell the answers. An answer sheet should be developed listing answer choices which the instructor could read aloud at the end of each question. Short quizzes (pre-post) could be developed covering smaller units of instruction. Since students enter the program at various points, only a small number of students remain in the course from beginning to end. Also, the amount of information covered was quite extensive for one test.
2. Tutors should be provided with individual progress forms in order to monitor student skill growth.
3. Perhaps tutoring, as well as history/culture and craft classes, could be offered after school and on Saturday alternatingly at a centrally located school in each borough, particularly in Brooklyn and the Bronx, where large percentages of students reside. The inclusion of additional staff in next year's budget is recommended to allow for this extended outreach.
4. The addition of Indian language instruction is recommended.
5. A form for easily recording telephone requests and responses would help to quantify data as well as identify prevalent informational needs.
6. A simple questionnaire measuring both program satisfaction and needs assessment could be developed and administered to students and parents.

7. In choosing a new site for the program, the following factors should be considered:
 - a) that it must serve students from all boroughs, and
 - b) that it must adequately house the Resource Center.
8. The network of working relationships among the program's staff, project director, the Board of Education and the Parents' Committee should be strengthened and clarified. The program must become more visible within the Board of Education so that it may become more visible to the Indian population. Discussions involving all parties should include the following issues:
 - 1) improvement in the system of identifying the Native American population in City schools
 - 2) program publicity
 - 3) dissemination of curriculum guides to school teachers, and perhaps mandatory inclusion in the curriculum.
9. In selecting new staff to fill the vacancies (particularly that of Project Director) it is important that the Board of Education and the Parents' Committee select personnel who are knowledgeable about and sensitive to Indian affairs.

In response to these recommendations, the program's staff took the following actions:

- 1) adapted comprehensive tutorial progress forms. The forms are currently used as a diagnostic, prescriptive device to monitor student progress in tutoring (see Appendix G).
- 2) devised and utilized a form for monitoring telephone calls (see Appendix F).
- 3) began a mini course outreach program.
- 4) The new Project Director worked more closely and directly with the staff and maintained a good working relationship and network between the program and the Office of Bilingual Education.

In addition, a questionnaire assessing the effectiveness of the resource center was developed and administered.

C. Current Recommendations:

The following recommendations are offered for the 1980-81 academic year:

1. Expand the satellite class program (perhaps three (3) per year in the Bronx, Brooklyn and Queens). The first class proved to be successful and this will allow the program to have a larger impact and outreach.

2. Employ a curriculum specialist to update current history/culture syllabus and to develop tests and basic skills exercises (with Native American content) which can be used in tutoring. Administer pre and post tests when possible.

3. Make arrangements for securing more adequate space in the near future. If circumstances do not allow for the program to be housed in a complex with another Native American organization, such as the American Indian Museum, a strong referral network with similar programs becomes even more crucial. Since the program has always maintained good communication and participation with Native American organizations in and around the City, this recommendation merely calls for an intensification of efforts.

4. Attempt measurement of the effective impact of the program. Since the positive alteration of attitudes and improvement of image and self-concept are inherent in the goals of the program, their more formal evaluation would give a better idea of the program's total impact.

5. Employ part time tutors early in the program and have them utilize the assessment forms which were developed.

IV. APPENDIX

APPENDIX A

SCHOOL INFORMATION AND

RECRUITMENT FORM

Dear Parents:

There is a program available for Native American students who would like to learn more about their history and culture. To be eligible, a student must have at least one grandparent who is an American Indian.

Students who qualify may also learn traditional crafts such as beadwork, leathercraft, traditional dances and go to cultural events such as Pow Wows. In addition, academic tutoring is available for those students who need help in their studies. Transportation is provided for all students.

If you are interested, please fill in the form below and return to the homeroom teacher.

Very truly yours,

Principal

PLEASE PRINT

STUDENT'S NAME _____

PARENT'S NAME _____

ADDRESS _____ ZIP _____

PHONE _____ TRIBAL AFFILIATION _____

APPENDIX B

NEEDS ASSESSMENT QUESTIONNAIRE

BOARD OF EDUCATION OF THE CITY OF NEW YORK
Office of Bilingual Education
NATIVE AMERICAN EDUCATION PROGRAM

P.S. 165
234 W. 109th St. Rm. 507
New York, New York 10025
Tele: 212-663-4040

Awilda Orta
Director

Wanda Hunter
Project Director

M E M O R A N D U M

TO: High School Students & Parents of Native American
Children in New York City Public Schools

From: Wanda Hunter, Project Director *W.H.*

RE: Needs Assessment

DATE: January, 1980

The NAEP is conducting a Needs Assessment in compliance with
Section 186.6 of Public Law 92-318.

Please take time out of your busy schedules to complete the
enclosed questionnaires and return them to our office in the
enclosed self-addressed stamped envelope on or before February
22, 1980. The data on the questionnaires is confidential and
will be used not only to meet the requirements of the Federal
Government but, more importantly, to better meet the special
educational and cultural needs of your children during 1980-81.

Parents of more than one child in public school, please complete
the questionnaire with all children in mind.

High school students may complete the Parent Committee question-
naire if appropriate. If you have any problems filling out the
questionnaire, do not hesitate to call any one of our staff at
663-4040. Our staff is:

Wanda Hunter, Project Director
Theresa Seenath, Secretary
Barbara Miller, Home/School Liaison
Randy Whitehead, Home/School Liaison
Donald Tenoso, Home/School Liaison

Thank you for your cooperation.

ed
Encl.

NAME _____ DATE _____

ADDRESS _____

SCHOOL(S) CHILDREN ATTEND _____

NUMBER OF CHILDREN ENROLLED IN SCHOOL _____

Please answer the following questions:

Yes No

- | | | |
|---|-------|-------|
| 1. Do you visit the schools for Parent/Teacher Conferences? | _____ | _____ |
| 2. Do you know about Parent Committee meetings? | _____ | _____ |
| 3. Have you attended Parent Committee meetings? | _____ | _____ |
| 4. Are you willing to attend Parent Committee meetings? | _____ | _____ |
| 5. Do you know the members of the Parent Committee meetings? | _____ | _____ |
| 6. Have you visited other Indian communities other than your own? | _____ | _____ |

QUESTIONNAIRE

The questions below are meant to include all children in public school. When possible, please provide specific information. If you need more space for explanation please indicate and use the back of the questionnaire numbering the question referred to.

1. a. Does your child receive specific instruction in school related to Native American heritage, history and/or culture? Yes ☐ No ☐
b. If yes, is this instruction by a Native American: Yes ☐ No ☐
c. Do you feel the quality of instruction is: excellent ☐ good ☐
poor ☐ detrimental ☐ (Check one)
d. If answer to 1. a. is no, do you feel it is important for your child to receive instruction in Native American studies?
very important ☐ important ☐ not important ☐ detrimental ☐
don't know ☐ (Check one)
2. a. In the major academic subjects (History, Social Studies, Language Arts, etc.,) is your child given materials related to Native American peoples? Regularly ☐ Seldom ☐ Never ☐ (Check one)
b. How are Native Americans portrayed in your child's texts and school materials? Positively with good understanding ☐ Negatively with no understanding ☐ Not portrayed at all ☐ (Check one)
c. Are any materials included which are written by Native Americans?
Yes ☐ No ☐
d. Is there a section in your library about Native Americans? Yes ☐
No ☐
3. Do you feel that materials on Native Americans should be included in the major academic areas of your child's education? Yes ☐ No ☐
4. Does your child's Music or Art class relate to Native American culture?
Yes ☐ No ☐
5. Does your child's teacher(s) have an understanding of Native American history, culture, mode of learning and personality of Native American people? Yes ☐ No ☐
6. Do you feel it is important that your child's teachers have a knowledge and understanding of Native American peoples? Yes ☐ No ☐
7. Do you feel the teacher's understanding of Native American peoples makes a difference in your child's school experience?
Positive Difference ☐ Negative Difference ☐ No Difference ☐
Don't Know ☐
8. Would you like your child's teachers to receive ethnic sensitivity training with respect to Native Americans? Yes ☐ No ☐
9. Do you feel the Native American Education Program should provide this training? Yes ☐ No ☐
10. Do you feel such training should be required for all public school teachers? Yes ☐ No ☐

QUESTIONNAIRE CONT.

11. Are there any Indian teachers in your child's school? Yes ____ No ____
12. Does your child have a teacher who is Indian? Yes ____ No ____
13. Does your child's teacher(s) know he/she is Native American?
Yes ____ No ____

- 14.
- a. Does your child's Guidance Counselor know he/she is Native American?
Yes ____ No ____
- b. If Yes, do you feel this affects your child's relationship with the
Guidance Counselor? Yes ____ No ____
- c. Do you feel that ethnic sensitivity training regarding Native
Americans should be required for your child's Guidance Counselor?
Yes ____ No ____

- 15.
- a. Does your child's classmates know he/she is Native American?
Yes ____ No ____
- b. If yes, have they ever treated him/her differently than other
children? Yes ____ No ____

16. How would you rate the following school-related problems with respect
to your child:

	SERIOUS	SLIGHT	NO PROBLEM	DON'T KNOW
<u>Absenteeism</u>				
<u>Dropping Out</u>				
<u>Low Motivation</u>				
<u>Self-Concept</u>				
<u>Isolation from other Indian Kids</u>				
<u>Conduct Problems or Misbehavior</u>				
<u>Making or keeping friends</u>				
<u>Low Scores on standardized texts</u>				
<u>Low academic grades</u>				

17. If your child needs academic tutoring, do you utilize his/her school's
tutorial services? Yes ____ No ____
18. Do you feel it is important for your child to be tutored in academic
subjects by Native American tutors? Yes ____ No ____

Questionnaire Cont.

19. If there are no available Native American tutors, would you like the Native American Education Program to refer your child to a skilled non-Indian tutor?
20. Is your child planning to enter college after finishing High School?
Yes ____ No ____ Don't Know ____
21. Do you feel a college guidance service specifically for Native American students would be important for your child? Yes ____ No ____
22. How do you feel the media (TV, movies, newspaper articles, etc.) portrays Native Americans?
Very Well ____ No different than other people ____ Poorly ____
Detrimental to Indian people ____ (Check one).
23. How do you feel the media's treatment of Indian people affects your child's attitude toward the following?

	POSITIVELY	NEGATIVELY	NO AFFECT
Him?Herself			
School work			
Attitude about all Indian people			

24. Does your child know about his/her Indian heritage and culture?
A Great deal ____ A little ____ Nothing ____ (Check one)
25. Do you feel it is important for your child to know his/her Native American history and heritage? Yes ____ No ____
26. Do you feel further knowledge about your child's Indian heritage would:
Strengthen his/her self awareness and self image ____
Improve child's school experience ____
Harm the child ____
Make no difference to the child ____
27. What do you feel is most important for your child to learn about his Indian heritage? (Please evaluate on scale from 1-10, with 10 the highest priority)

	1	2	3	4	5	6	7	8	9	10
Basic Native American Values										
History of own Nation										
History of Many Nations										
Crafts from his/her own Nation										
Crafts from many Nations										
Songs, Dances, Legends of own Nation										
Songs, Dances, Legends of many Nations										
Language of own Nation										
Languages of other Nations										
Current events of own Nation										
Current events of many Nations										

Other (Please specify) _____

Questionnaire cont:

28. Check off what kinds of crafts that your child may be interested in:

Featherwork	
Native American Art	
Beadwork	
Leather work	
Woodwork	
Silverwork	
Weaving	
Other	

29. In which of the above named areas do you feel it is most important to provide individualized instruction for your child? (List as many as you feel necessary)

30. Has your child ever participated in the Native American Education Program?
Yes ___ No ___ In which year? 1977-78 1978-79 ___ 1979-80 ___

31. If answer to Question 30 was Yes, which components were utilized?

___ History classes ___ Tutorial Services ___ Home/School Liaisons
___ Culture Instruction ___ Resource Center ___ In-school Presentations
___ College Entrance Service

Other (Please Specify)

32. If answer to Question 30 was No, please check reason.

___ Did not know about services ___ Child not interested
___ Child does not need services ___ Too far to travel
___ Schedules conflict ___ Needs met by other Indian Organization (If so, what Organization _____)

Questionnaire cont:

33. How do you feel that the Native American Education Program could better serve your child's educational and cultural needs through the existing components?

Approved: _____
Awilda Orta
Director

APPENDIX C

INDIAN STUDENT CERTIFICATION FORM

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

INDIAN STUDENT CERTIFICATION

(Part A, Indian Education Act)

FORM APPROVED
FEDAC NO. R 43
APPROVAL EXPIRES 8/80

In order to apply for an entitlement grant under Part A of the Indian Education Act, your school district must determine the number of Indian children enrolled in its schools.

Any child who meets the following definition from the Indian Education Act may be counted for this purpose.

"Indian" means... "any individual who (1) is a member of a tribe, band, or other organized group of Indians, including those tribes,

bands, or groups terminated since 1940, and those recognized by the State in which they reside, or who is a descendant, in the first or second degree, of any such member, or (2) is considered by the Secretary of the Interior to be an Indian for any purpose, or (3) is an Eskimo or Aleut or other Alaska Native..."

You are not required to submit this form. However, if you choose not to submit it, your child cannot be counted for entitlement funding under Part A of the Indian Education Act.

NAME OF ELIGIBLE CHILD

ADDRESS (Include number, street, city, State and ZIP code)

PART I - MEMBERSHIP INFORMATION

WHO IS A MEMBER OF A TRIBE, BAND, OR OTHER ORGANIZED GROUP OF INDIANS? CHECK ONE OF THE BOXES BELOW AND ANSWER THE QUESTIONS FOR THAT PERSON

1. ☐ CHILD HIMSELF/HERSELF 2. ☐ NATURAL PARENT (ancestor, 1st degree) 3. ☐ NATURAL GRANDPARENT (ancestor, 2nd degree)

IF YOU CHECK BOX 2 OR 3, ENTER THE NAME OF THE PARENT OR GRANDPARENT

A. WHAT IS THE NAME OF THE TRIBE, BAND, OR OTHER ORGANIZED GROUP OF INDIANS?

B. COMPLETE COLUMN 1 OR COLUMN 2. THE TRIBE, BAND, OR OTHER ORGANIZED GROUP IS: (Check all the boxes that apply in the column you select)

COLUMN 1

- ☐ FEDERALLY RECOGNIZED
☐ ESKIMO, ALEUT, OR OTHER ALASKAN NATIVE

COLUMN 2

- ☐ NOT FEDERALLY RECOGNIZED
☐ TERMINATED
☐ STATE RECOGNIZED, BY THE STATE OF _____
☐ OTHER ORGANIZED GROUP

C. WHAT IS THE INDIVIDUAL'S MEMBERSHIP NUMBER? (Where applicable) _____

CHECK ONE. THIS IS AN ☐ ENROLLMENT NUMBER ☐ ALLOTMENT NUMBER ☐ OTHER (Explain)

D.1. IS THERE AN ORGANIZATION WHICH MAINTAINS MEMBERSHIP DATA FOR THE TRIBE, BAND, OR OTHER ORGANIZED GROUP? ☐ YES ☐ NO

2. IF "YES", GIVE THE NAME AND ADDRESS OF THE ORGANIZATION

NAME OF THE ORGANIZATION

ADDRESS

3. IF "NO", EXPLAIN HOW THE PERSON INDICATED MEETS THE DEFINITION OF INDIAN GIVEN AT THE TOP OF THIS FORM

PART II - SCHOOL INFORMATION

(Print the name and address of the public school the child now attends and enter the child's grade level below)

NAME OF SCHOOL

ADDRESS (City and State ONLY)

GRADE

PART III - PARENT INFORMATION

I UNDERSTAND that falsification of information on this form is subject to penalty under law.

SIGNATURE OF PARENT

ADDRESS

DATE

I CONSENT to release this form to the Part A Parent Committee for review.

SIGNATURE OF PARENT

APPENDIX D

RESOURCE CENTER EVALUATION QUESTIONNAIRE

RESOURCE CENTER EVALUATION QUESTIONNAIRE

Please complete this survey to help us improve:

1. How did you hear about us? _____

2. Was service prompt? Yes _____ No _____
3. Was service courteous? Yes _____ No _____
4. Was material available? Yes _____ No _____
5. Was material sufficient for your needs? Yes _____ No _____
6. Was material helpful? Yes _____ No _____
7. If material was not available or insufficient were you directed to another source?
(where)? _____

8. Would you recommend our Resource Center to others? Yes _____ No _____
(Why)? _____

1. How did you hear about us? From The Native American Community House.

I contact Ms Rosemary Richmond who directed me to these resources.

2. Was service prompt? Yes ☒ No ☐

3. Was service courteous? Yes ☒ No ☐

4. Was material available? Yes ☒ No ☐

5. Was material sufficient for your needs? Yes ☒ No ☐

very sufficient + resourceful.

6. Was material helpful? Yes ☒ No ☐

very helpful + specific

7. If material was not available or insufficient were you directed to another source? (where)?

8. Would you recommend our Resource Center to others? Yes ☒ No ☐

(Why)? I think that the Center has great resources

Available for the study of the Native American & other Minority groups. It could be a tremendous resource to the Columbia Univ. Community. I feel that the Resource Center should be more highly publicized and Promoted throughout the Columbia Library system. The Entire College of Teacher College is heavily Anthropologically oriented & many, if not most, of the degree candidates are required to take courses in Anthropology & ethnic studies. Knowledge of this center College-wide at T.C. would be extremely resourceful.

BEST COPY AVAILABLE

Copy to
Ms
Carroll
Applied

APPENDIX E

NATIVE AMERICAN EDUCATION PROGRAM

ANNOUNCEMENTS

ANNOUNCEMENTS

TITLE IV - PROGRAM ACTIVITIES - BEGIN FOR 1979-1980

Please note our new address

NATIVE AMERICAN EDUCATION PROGRAM
234-W. 109th Street
Room 507, 5th Floor
New York, New York. 10025
663-4040, 4041

Classes to begin the week of November 26th.

TITLE IV - PROGRAM SCHEDULE

MONDAY-----CRAFTS-----3 p.m. to 5:30 p.m.
TUESDAY----DRUMMING---3 p.m. to 5:30 p.m.
WEDNESDAY--CRAFTS-----3 p.m. to 5 p.m.
 HISTORY ---5 p.m. to 7 p.m.
THURSDAY---CRAFTS-----3 p.m. to 5:30 p.m.
FRIDAY-----CRAFTS-----3 p.m. to 5:30 p.m.

For information about the program please contact:

DIRECTOR.....WANDA HUNTER
STAFF.....BARBARA MILLER
 THERESA SEENATH
 RANDY WHITEHEAD
 DONALD TENOSO

We hope to see you all participate in the program this year.
Come up and see the new location.

APPENDIX F

TELEPHONE INFORMATION DATA SHEET

NATIVE AMERICAN EDUCATION PROGRAM

DATE: _____

NAME: _____ ADDRESS: _____

PHONE: _____ SCHOOL: _____

REASON FOR CALL:

CHILD: _____ SCHOOL VISIT: _____

PRESENTATION: _____ RESEARCH INFO: _____

STUDENT: _____ CLASSES: _____

TUTORING: _____ TRIPS: _____

CURRICULUM: _____ OTHER: _____

NOTES: _____

APPENDIX G

INDIVIDUAL PLANNING PROGRAM AND

TUTORIAL PROGRESS REPORT

NATIVE AMERICAN EDUCATION PROGRAM

INDIVIDUAL PLANNING PROGRAM

STUDENT _____
 SCHOOL _____
 TEACHER _____

DATE _____
 SUBJECT _____
 TUTOR _____

The Native American Tutorial Program is designed to aide the individual student with academic growth and success. The tutor and student will work on the following areas:

SUBJECT AREA: _____

OBJECTIVES: _____

MATERIALS: _____

ACTIVITIES: _____

EVALUATION
 TECHNIQUES: _____

TEST INFORMATION: TESTS ADMINISTERED AND TEST RESULTS: _____

COMMENTS: _____

SIGNATURE OF STUDENT: _____

SIGNATURE OF PARENT(S): _____

SIGNATURE OF TUTOR: _____

cc/Counselor, Teacher, Parent, Principal

NATIVE AMERICAN EDUCATION PROGRAM

PROGRESS REPORT

STUDENT _____
SCHOOL _____
TEACHER _____

DATE _____
GRADE _____
TUTOR _____

READING

READINESS: _____

PHONIC ANALYSIS: _____

STRUCTURAL ANALYSIS: _____

VOCABULARY _____

COMPREHENSION: _____

STUDY SKILLS: _____

COMMENTS: _____

RECOMMENDATIONS _____

** Relate the Progress Report to the Individual Planning Program, being specific to areas of study. Include strengths and weaknesses dealt with, the type of instructional methods and materials used, the student's progress, and a general statement regarding the overall goals and objectives. If you need more space, please continue on the reverse side.

I.D.P.. cont'd

READING

READINESS:

- ___ Color Discrimination
- ___ Shapes
- ___ Letters (recognition)
- ___ Numbers (recognition)
- ___ Left-Right sequence

VOCABULARY:

- ___ Multiple meanings
- ___ Idioms & figures of speech
- ___ Synonyms & Antonyms
- ___ Homonyms & Homophones

PHONIC ANALYSIS:

- ___ Initial Consonants
- ___ Final Consonants
- ___ Consonant Blends
- ___ Consonant Digraphs
- ___ Short Vowels (A,E,I,O,U)
- ___ Long Vowels (A,E,I,O,U)
- ___ R Controlled vowels
- ___ Double Vowels
- ___ Blending
- ___ Rhyming Words
- ___ Silent Letters
- ___ Hard and Soft (C and G)

COMPREHENSION:

- ___ Main Idea
- ___ Fact and Details
- ___ Sequence
- ___ Inference, Cause & Effect
- ___ Drawing Conclusions
- ___ Literal and Interpretive skills
- ___ Oral Reading Ability

STRUCTURAL ANALYSIS:

- ___ Recognition of Root Words
- ___ Recognition of Prefixes, and suffixes
- ___ Inflectional endings and comparatives
- ___ Use of context clues
- ___ Compound Words
- ___ Contractions
- ___ Plurals
- ___ Syllables

STUDY SKILLS:

- ___ Alphabetical Order to Letter
- ___ Dictionary Usage
- ___ Glossary Usage
- ___ Table of Contents
- ___ Index
- ___ Punctuation (How it affects meaning)
- ___ SQ3R -- Skim, Question, Read, Recite, and Re-read
- ___ Maps and Graphs

BASAL/INSTRUCTIONAL READING LEVEL: _____

TESTS ADMINISTERED:

RESULTS:

_____	_____
_____	_____
_____	_____

COMMENTS:

Teacher's Signature _____

Date _____

Tutor's Signature _____

Date _____

Parent's Signature _____

Date _____

Student's Signature _____

Date _____

cc/Teacher, counselor, parent, principal

NATIVE AMERICAN EDUCATION PROGRAM

INDIVIDUAL PLANNING PROGRAM

STUDENT _____ DATE _____
 SCHOOL _____ GRADE _____
 TEACHER _____ TUTOR _____

The Native American Tutorial Program is designed to aide the individual child with academic growth and success. The tutor and your child will be working in these areas.

MATHEMATICS

COUNTING:

- ___ Rote Counting
- ___ Patterning (Sequencing)
- ___ Roman Numerals

ADDITION:

- ___ Basic Facts to _____
- ___ Regrouping 2, 3 digits.

SUBTRACTION:

- ___ Basic Facts to _____
- ___ Regrouping

MULTIPLICATION:

- ___ Basic Facts to _____
- ___ 2 and 3 digit numerals with/without regrouping

DIVISION:

- ___ Basic Facts to _____
- ___ 2 and 3 place divisors

WORD PROBLEMS:

- ___ One step process
- ___ Two step process
- ___ Other:

MONEY:

- ___ Relationship of size & value
- ___ Identification (Value)
- ___ Addition of coins & currency
- ___ Checks & Checking Accounts
- ___ Handling Money-Making Change

MATH LEVEL: _____

FRACTIONS:

- ___ Part of the whole and its relationship to the whole
- ___ Part of the group
- ___ Recognition and use of fractional numbers
- ___ Least Common Multiple
- ___ Renaming
- ___ Addition of fractions
- ___ Subtraction of fractions
- ___ Multiplication
- ___ Division of fractions

MEASUREMENT:

- ___ Identification and use of a ruler and measure
- ___ Identification of thermometer and temperature
- ___ Identification and use of common units of measure
- ___ Estimation of weight and distance
- ___ Finding Perimeter
- ___ Finding Area

TIME:

- ___ Recognition of clock & determination of time to _____
- ___ Recognition of calendar and seasons
- ___ Functional use of cal.
- ___ Functional use of time
- ___ Large units of time

TESTS ADMINISTERED: _____

RESULTS: _____

COMMENTS: _____

NATIVE AMERICAN EDUCATION PROGRAM

PROGRESS REPORT

STUDENT _____
SCHOOL _____
TEACHER _____

DATE _____
GRADE _____
TUTOR _____

MATHEMATICS

COUNTING: _____

ADDITION: _____

SUBTRACTION: _____

MULTIPLICATION: _____

DIVISION: _____

WORD PROBLEMS: _____

MONEY: _____

FRACTIONS: _____

MEASUREMENT: _____

TIME: _____

COMMENTS: _____

RECOMMENDATIONS: _____

** Relate the Progress Report to the Individual Planning Program, being specific to areas of study, include strengths and weaknesses dealt with, the type of instructional methods and materials used, the student's progress, and a general statement regarding the overall goals and objectives. If you need more space, please continue on the reverse side.

NATIVE AMERICAN PROGRAM
FINAL PROGRESS REPORT

Student _____ Dates of Tutoring _____
School _____ Grade or Subject _____
Teacher _____ Tutor _____

SUBJECT AREA: _____

SPECIFIC OBJECTIVES: _____

EVALUATION: Pre-Test & Scores _____

Post-Test & Scores _____

Other Techniques _____

SUMMARY OF TUTORIAL SESSIONS: _____

RECOMMENDATIONS & PLANS: _____

COMMENTS: _____

SIGNATURE OF TUTOR _____ DATE _____

** Relate the Final Progress Report to the Individual Planning Program that has been used. Comment on strengths, weaknesses, student's progress, and your recommendations in light of growth due to tutoring. Relate statements to the goals (objectives) worked toward.

cc/Counselor, teacher, parent, principal

APPENDIX H

CRITIQUE OF PLAY

BOARD OF EDUCATION OF THE CITY OF NEW YORK
OFFICE OF BILINGUAL EDUCATION
NATIVE AMERICAN EDUCATION PROGRAM
234 WEST 109TH STREET — ROOM 507
NEW YORK, N. Y. 10025

663-4040

AWILDA ORTA
DIRECTOR

WANDA HUNTER
PROJECT DIRECTOR

CRITIQUE OF PLAY "WHALE HUNT"

1. "Do Indians wear feathers?" - ,Stereotypic
2. Unlikely that pubescent boys and girls would be alone together.
3. "Damonoshar" (curse)- Native people didn't use curse words.
4. Page 2 - One does not speak about their vision quest as casually as is being done here.
5. People of the Northwest Coast used large wooden canoes made of cedar, not kayaks.
6. Teepees are not used by the northwest coast people. They lived in long-houses made of planks.
7. Native people of this time period didn't celebrate birthdays or kiss.
8. Language too modern. i.e., Speak man, speak.

Play submitted by Donna Rivers, student at Middle College High School.

Donna is a Native American and requested that we review the play because she thought the information was incorrect.

Play was reviewed by all staff. Presentation on Northwest Coast People scheduled for 3/14/80.

APPENDIX I

NATIVE AMERICAN EDUCATION

PROGRAM BROCHURE



"EDUCATION IS THE LADDER"

-- Manuelito (Apache)

BEST COPY AVAILABLE



THE BOARD OF EDUCATION
OF THE CITY OF NEW YORK

FRANK J. MACCHIAROLA
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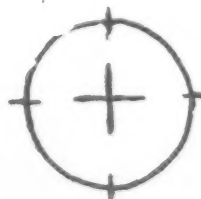
AWILDA ORTA
DIRECTOR

66 COURT STREET - 15TH FLOOR
BROOKLYN, NEW YORK 11201
212/596-8038

NATIVE AMERICAN EDUCATION
PROGRAM
RESOURCE CENTER

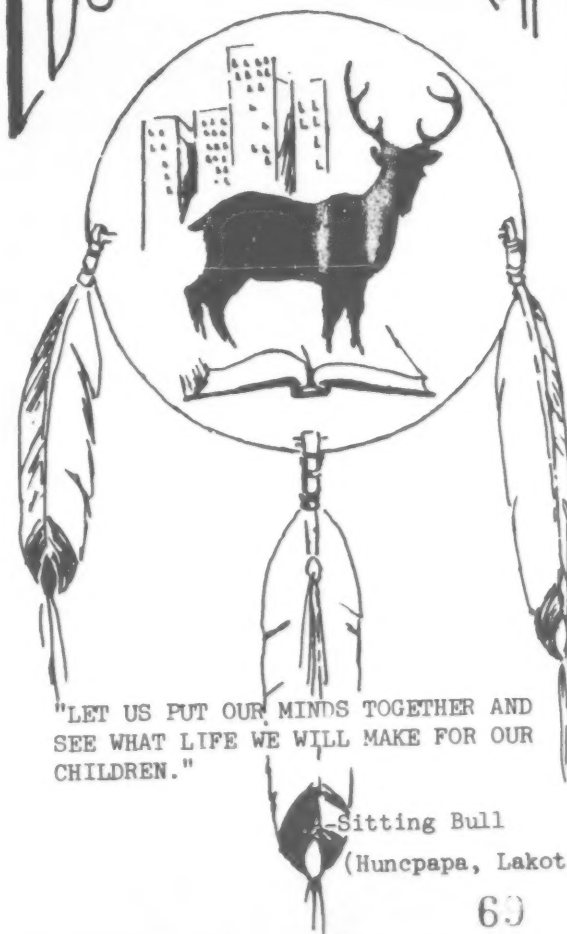
WANDA HUNTER
PROJECT DIRECTOR

P.S. 165
234 W. 109TH STREET
5TH FLOOR, ROOM 507
NEW YORK, NEW YORK 10025
212/663-4040, 4041



NATIVE AMERICAN

EDUCATION PROGRAM



"LET US PUT OUR MINDS TOGETHER AND
SEE WHAT LIFE WE WILL MAKE FOR OUR
CHILDREN."

Sitting Bull
(Huncpapa, Lakota)

WHO WE ARE

The Native American Education Program is designed to meet the special educational, historical, cultural and social needs of Native American children in the New York City public school system.

We are funded by an entitlement from the Indian Education Act of 1972, Title IV, Part A, through the Office of Indian Education, Washington, D.C. The Local Education Agency through which our program funds are channeled is the Board of Education of the City of New York, Center for Bilingual Education.



PROGRAM GOALS

- * To elevate the self-esteem of American Indian students in the New York City school system by instilling in them an appreciation and an in-depth knowledge of their ancestral heritage.
- * To achieve quality and professional standards of instruction through the development and implementation of staff training activities and including as appropriate Parent Committee members.
- * To provide resource capabilities through a center and other collection strategies which will enrich the storehouse of Indian cultural knowledge for staff, students, parents and other interested professionals.

PROGRAM COMPONENTS

History/Culture: The program offers instruction in the historical development of Native American peoples and cultures, utilizing lectures, field trips to places of specific interest, audio-visual materials and instruction in beadwork, leathercraft, traditional dress, singing, drumming and dance.

Tutorial Services: Tutoring is available in English, mathematics and other academic areas. Instruction is on a one-to-one basis at the child's school or our NAEP Resource Center according to the needs of the child.

Home/School Visitation: The program employs Home/School Liasons who visit the homes and schools of the Native American children in New York City in order to explore with teachers, principals, guidance counselors, parents and the children possible solutions to home and/or school problems that result in poor school attendance or achievement. Home/School Liasons visit public schools to identify Native American students and to introduce our program services to them and their schools.

Language Classes: NAEP offers classes in Mohawk and Cherokee languages so that Indian children may strengthen their sense of identity and gain language skills in the learning and perpetuation of indigenous languages.

Resource Center: NAEP maintains a resource center at 10 E. 38 Street, New York, N.Y. which houses films, tapes, books, periodicals, records and other

resource materials for the use of program participants and the Native American community at large.

SPECIAL ACTIVITIES

- * Children's Drum - performs at Pow Wows, Native American community activities, for cultural centers, such as museums and festivals. The children's drum has also taped songs for radio and film productions.
- * Bus Trips to New York State area Pow Wows and cultural activities.
- * Host an End-of-Year Pow Wow

PARENT COMMITTEE

The Parent Committee is the policy making body of the NAEP and consists of parents of the Native American children, public school teachers of Indian children and high school age students who are program participants. Interested persons are encouraged to participate as Ex-Officio members of the Committee at its monthly general meetings and in special sub-committees formed to work on specific matters concerning the program so that the children's needs may be met to the best ability of the Committee and staff.

